International developments in Actuarial education

A brief snapshot
More actuaries needed

• Strong demand for actuaries in Asia
• Growing demand in Eastern Europe and parts of Africa and South America
• Mainly for traditional life insurance and general insurance
How is supply being met

- Internationally mobile actuaries
- Local country education initiatives
- Overseas and distance education
- IAA IAEP
- Bottom line - supply is well short of demand
Emerging supply issues

• ‘Time to travel’ to qualification a key issue
• Increasing importance of ‘fit for purpose’ and CPD
• Distance learning v face to face
What is the IAEP proposal?

• IAA program to assist developing countries to establish their own actuarial education

• Aspiration only at this stage

• Targeting training of technicians and FQAs

• Each country presents unique challenges and priorities must be set

• Long term vision
How does this impact Australia?

• Strong flow of overseas actuarial students
• Many return home to fill the void
• Opportunities for accredited universities to participate
• 25% of Australian members working overseas!
Opportunities for Australian accredited universities

- Providing distance education
- Joint degrees with overseas universities
- Other arrangements such as visiting lecturers and programs to train overseas academics on actuarial core technical subjects
- CPD involvement
International actuarial education developments

• Agreement on IAA syllabus for FQA status
• Agreement close on global ERM qualification
• IAA internal debate on the feasibility and sustainability of an IAEP – university based, distance education based or hybrid?
• IAEP funding by no means assured
• SoA commitment to distance learning: UK to current model including local university role.
Likely way forward

• Focus on extending local university capabilities in maths, statistics, economics and finance
• ‘Train the trainers’ – this has worked successfully in Eastern Europe
• Facilitate a ‘cafeteria’ approach to qualification (credits recognised across universities)
• Distance learning and assessment (scale, quality control, instant feedback, economically scalable)
• Integration of qualification and CPD learning
Requirements for success

• Prioritise countries
• Target requirements (life v general and country specific situations)
• Technicians a first step in many countries
• Different solutions for each country, recognising language, politics, regulation differences – or one size fits all?
• Overseas support essential
Summary

• Australian model highly regarded
• Long standing involvement of premier universities
• Breadth of practice areas in Australia
• Mobility of Australian actuaries
• Contribution in educating overseas students in Australia
Summary continued

- Opportunities to make a greater contribution?
- Joint degrees and research?
- Training programs and visiting lecturers?
- Assisting with developing local country specific modules?
- Commercial rewards thru World Bank or other funding?
Summary continued

- Australia is not immune from the world
- Global education and branding will impact Australia, especially distance learning!
- We can make a meaningful contribution through our experience and leadership
- We can shape the outcome.